

REFERENCES

- Abah, J. . (2016). *L'enseignement et L'apprentissage du Francais Langue Etrangere (FLE) dans un Environnement des TIC*. International Journal of Development and Management Review, 11(1), 250–263. <https://www.ajol.info/index.php/ijdmr/article/view/137844>
- Alawiyah, N., Novita, D., Astuti, R., & Madimarovna, A. I. (2024). Bilingual education challenges and strategies in an Indonesian natural school. *Advances in Social Science, Education and Humanities Research*, 86–97. https://doi.org/10.2991/978-2-38476-242-2_9
- Almahdali, H., & dkk. (2023). *New Technologies in Teaching and Learning*. Sumatera Barat: GetPress Indonesia.
- Andriani, M., Udasmoro, W., Salsano, R., & Hardini, T. I. (2022). Stymie patterns: The case of French-language learning in Indonesian universities. *Indonesian Journal of Applied Linguistics*, 12(1), 180–189. <https://doi.org/10.17509/ijal.v12i1.46548>
- Anggorowati, Y. D. (2022). Penggunaan Media Pembelajaran Powerpoint Interaktif Untuk Peningkatan Prestasi Belajar Bahasa Inggris: Materi Narrative Text Reading Siswa MPLB SMK Negeri 3 Linggabuana. *Asas Wa Tandhim: Jurnal Hukum, Pendidikan Dan Sosial Keagamaan*, 2(1), 69–82. <https://doi.org/10.47200/awtjhpsa.v2i1.1376> Arsyad, A.
- Arsyad, A. (2013). *Media Pembelajaran*. Jakarta : PT. Raja Grafindo Persada
- Aryanto, A., Purnama, S., Adiprima, P., & Ramadhana, M. R. (2022). *Panduan Pemilihan Mata Pelajaran Pilihan di SMA/MA/Bentuk Lain yang Sederajat*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2015). *Memory* (2nd ed.). Psychology Press. <https://doi.org/10.4324/9781315749860>
- Bates, Tony & Glikman, Viviane. (2021). One history of technology and media in distance education. *Médiations et médiatisations*. 12-34. [10.52358/mm.vi6.190](https://doi.org/10.52358/mm.vi6.190).
- Belkhir, S. (2020). *Cognition and language learning*. Cambridge Scholars Publishing.
- Biedroń, A., & Pawlak, M. (2016). The interface between research on individual difference variables and teaching practice: The case of cognitive factors and personality. *Studies in Second Language Learning and Teaching*, 6(3), 395–422. <https://doi.org/10.14746/sllt.2016.6.3.3>
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Athens: Springer.

- Chaer, A. (2012). *Linguistik Umum (Edisi Revisi)*. Jakarta: Rineka Cipta.
- De Angelis, G. (2015). *Third or Additional Language Acquisition*. Multilingual Matters.
- DeKeyser, R. (2016). OF MOVING TARGETS AND CHAMELEONS. *Studies in Second Language Acquisition*, 38(2), 353–363. <https://doi.org/10.1017/s0272263116000024>
- Desnoyers, L. (2009). Le point sur PowerPoint. Dérives et confusion. Étude des pratiques. *Communiquer. Revue de Communication Sociale et Publique.*, 145-154. <https://doi.org/10.4000/communiquer.338>
- Emaish, N. (2016). Information technology in teaching and learning French as a foreign language at the University of Jordan. *European Scientific Journal, ESJ*, 12(26), 399. <https://doi.org/10.19044/esj.2016.v12n26p399>
- Emzir. (2011). *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif*. Jakarta: PT Raja Grafinda Persada.
- Gass, S. M., & Mackey, A. (2015). *Input, Interaction, and Output in Second Language Acquisition*. Routledge.
- Harianja, N., Soraya, T. R., & Fibriasari, H. (2021). Development of interactive multimedia on learning descriptive text for French learners in North Sumatra. *International Journal of Early Childhood Special Education*, 13(2), 1322–1330. <https://doi.org/10.9756/int-jecse/v13i2.211180>
- Hidayat, F., & Nizar, M. (2021). ADDIE (analysis, design, development, implementation and evaluation) model in islamic education learning. *Jurnal Inovasi dan Pendidikan Agama Islam*, 29-37. <https://doi.org/10.15575/jipai.v1i1.11042>
- Hikmah, D. (2019). Media for Language Teaching and Learning in Digital Era. *IJoEEL*, 84-89. <https://doi.org/10.33650/ijoeel.v1i2.963>
- Hiver, P., Al-Hoorie, A. H., Vitta, J. P., & Wu, J. (2024). Engagement in Language Learning: A systematic review of 20 years of research methods and definitions. *Language Teaching Research*, 201-230. <https://doi.org/10.1177/13621688211001289>
- Horwitz, E. K. (2016). *Language Anxiety: From Theory and Research to Classroom Implications*. Routledge.
- Intakong, M., & Wallen, M. (2009). *Motivation and satisfaction of students learning french* (thesis). *Motivation and satisfaction of students learning French*. University of Wisconsin--Stout, Menomonie, WI.

- Istiqlal, M. (2017). Pengembangan Multimedia Interaktif dalam Pembelajaran Matematika. *Jurnal Ilmiah Pendidikan Matematika*, 43-54. <https://doi.org/10.26877/jipmat.v2i1.1480>
- Kariadnyani, S. &. (2016). Pengaruh Model Course Review Horay Berbantuan Multimedia Terhadap Hasil Belajar IPA Siswa Kelas V SD. *Mimbar PGSD Undiksha*, 4(1). DOI : <https://doi.org/10.23887/jjpsd.v4i1.7467>
- Kurniawan, D., & Dewi, S. V. (2017). Pengembangan Perangkat Pembelajaran Dengan Media Screencast-o-matic Mata Kuliah Kalkulus 2 Menggunakan Model 4D Thiagarajan. *Jurnal Siliwangi*, 214 -219. DOI : <https://doi.org/10.37058/jspendidikan.v3i1.193>
- Kuswanto, J. d. (2017). Pengembangan Multimedia Pembelajaran pada Mata Pelajaran Teknologi Informasi dan Komunikasi Kelas VIII. *Innovative Journal of Curriculum and Educational Technology*, 58-64. <https://doi.org/10.15294/IJCET.V6I2.19335>
- Loo, D. B., & Thomas, D. (2018). Perceptions towards Engagement: The Case of Thai English Majors in an International Higher Education Environment. *LEARN Journal*, 116 - 133. <https://doi.org/10.17509/learn.v11i2.161609>
- Mahnun, N. (2012). Media Pembelajaran (Kajian terhadap Langkah-langkah Pemilihan Media dan Implementasinya dalam Pembelajaran) . *Jurnal Pemikiran Islam*, 27-33. <http://dx.doi.org/10.24014/an-nida.v37i1.310>
- Marquis & Royle (2015). Are Second Language Learners Just as Good at Verb Morphology as First Language Learners?. *Proceeding of Conference on Language Development*. Boston. June 2015. Hal 1-11.
- Marzuki, D. (2012). Language Acquisition: The Influential Factors And Its Connection With Age . *Journal Polingua*, 10-13. <https://doi.org/10.30630/polingua.v1i1.44>
- Mayer, R. E. (2014). *The Cambridge Handbook of Multimedia Learning*. Cambridge University Press.
- McKenney, S., Nieveen, N., & Akker, J. V. (2002). Computer Support for Curriculum Developers: CASCADE. *ETR & D*, 25-35. December 2002. <https://doi.org/10.1007/BF02504982>
- Muthmainnah, dkk. (2022). *Sistem Model dan Desain Pembelajaran*. Aceh: Yayasan Penerbit Muhammad Zaini.
- Muñoz, C. (2014). Starting age and other influential factors: Insights from learner interviews. *Studies in Second Language Learning and Teaching*, 4(3), 465–484. <https://doi.org/10.14746/ssllt.2014.4.3.5>

- Mussar, R., Sénéchal, M., & Rey, V. (2020). The development of morphological knowledge and spelling in French. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00146>
- Nopriyanti. (2015). Pengembangan Multimedia Pembelajaran Interaktif Kompetensi Dasar Pemasangan Sistem Penerangan dan Wiring Kelistrikan di SMK. *Jurnal Pendidikan Vokasi*, 222-235. <https://doi.org/10.21831/jpv.v5i2.6416>
- Ultra-Massuet, I. (2020). Conjugation Class. *Oxford Research Encyclopedia of Linguistics*. <https://doi.org/10.1093/acrefore/9780199384655.013.545>
- Putra, L. D. (2018). Pengembangan Multimedia Pembelajaran Interaktif Mengenal Angka dan Huruf untuk Anak Usia Dini. *Jurnal JPSPD*, 46-51. <https://doi.org/10.21831/tp.v2i2.7607>
- Ramansyah, W. (2016). Pengembangan Multimedia Pembelajaran Interaktif Dengan Tema Pengenalan Huruf Hijaiyah Untuk Peserta didik Sekolah Dasar. *Jurnal Imiah EDUTIC*, 28-37. <https://doi.org/10.21107/edutic.v3i1.2558>
- Ramlakshmi, T. B. (2013). Language Learning Theories : An Overview. *Shanlax International Journal of Education*, 29-40. Retrieved from <https://www.shanlaxjournals.in/journals/index.php/education/article/view/2863>
- Resiani, N. K. (2015). Pengembangan Multimedia Pembelajaran Interaktif Pada Mata Pelajaran IPS Siswa Kelas VII Semester Genap di SMP N 7 Singaraja Tahun Ajaran 2014/2015. *Jurnal EDUTECH*, 3(1). <https://doi.org/10.23887/jeu.v3i1.5929>
- Rusmawati, R., Susanto, E., & Tarsono. (2020). *Pola dan Latihan Konjugasi: Tasrif Verba Bahasa Prancis untuk Pemelajar*. Universitas Brawijaya Press.
- Sanjaya, H. (2016). *Media komunikasi pembelajaran*. Jakarta: Prenada Media.
- Seel, N. M., Lehmann, T., Blumschein, P., & Podolskiy, O. A. (2017). *Instructional Desain For LearninG: Theoretical Foundations*. Rotterdam: Sense Publisher.
- Sinaga, D. (2023). *Buku Ajar Metodologi Penelitian*. Jakarta: UKI Press.
- Smith, K. S. (2023). The appeal of French – leveraging the soft power of French language and francophone culture globally and locally in the classroom and beyond. *International Journal of Contemporary Education*, 6(2), 26. <https://doi.org/10.11114/ijce.v6i2.6317>
- Suartama, I. K. (2016). *Evaluasi dan Kriteria Kualitas Multimedia Pembelajaran*. Bali: Universitas Pendidikan Ganesha.

- Sudjana, N. (2015). *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru
- Sugiyono. (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- Sukiman. (2011). *Pengembangan Media Pembelajaran*. Jakarta: Pustaka Insan Madani..
- Surjono, H. D. (2017). *Multimedia Pembelajaran Interaktif Konsep dan Pengembangan (Edisi Pertama)*. Yogyakarta: UNY Press.
- Sweller, J. (2011). *Cognitive Load Theory*. Springer.
- Wagner, M., & Byram, M. (2017). Intercultural Citizenship. In M. Wagner, & M. Byram (Eds.), *The International Encyclopedia of Intercultural Communication*. Wiley.
- Winayah, S., Ningsih, S. C., Syahruzah, J. K., & Irawan, R. (2023). Interactive Power Point Learning Media Based Multilingual Literacy for Children Learning Language. *Proceedings of the 2nd UPY International Conference on Education and Social Science (UPINCESS 2023)*, 214-223.
- Xia, T., An, Y., & Guo, J. (2022). Bilingualism and creativity: Benefits from cognitive inhibition and cognitive flexibility. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1016777>